

**Summative Assessments:**

**Objective 1:** *Students will **identify** how pre-reading strategies best aid comprehension in nonfiction text.* (Application level of GLE occurs during the lesson.)

Item	Scoring Guide
1. <i>(Write your answer on the line provided.)</i> Pre-reading strategies help readers do all of the following <b>except:</b> _____ A. Link to prior knowledge B. Draw conclusions C. Preview D. Set a purpose for reading	Correct answer B.

**Objective 2:** *Students will **identify** post-reading skills that assist in comprehending and interpreting nonfiction text.* (Application level of GLE occurs during the lesson.)

**Objective 5:** *Students will **use** details from nonfiction text(s) to summarize and make inference.*



**Objective 3:** Students will *analyze* the features of consumer texts, such as product information and instructional data, to clarify meaning.

Item	Scoring Guide																																																				
<p>4. Using the materials provided below, complete the comparison chart in order to determine which snack is the most nutritious. Identify the most nutritional snack, and justify your answer using three reasons based on the information provided.</p> <p><b>Snack Food Nutritional Information</b></p> <p>DV represents the percent of daily nutritional requirements for an average person for one day based on a 2,000-calorie diet. Keep in mind that the U.S. Food and Drug Administration recommends that fat, cholesterol and sodium should be limited. Fiber, vitamins A and C, as well as calcium and iron are recommended in a person’s daily diet. The following foods have approximately the same serving size. Study the information carefully and use the chart provided to make comparisons.</p> <p><b>Energy Bar</b></p> <table><tr><td>Calories</td><td>240</td><td></td><td></td></tr><tr><td>Total Fat</td><td>3.5 grams</td><td>5% DV</td><td>Vitamin A 0%</td></tr><tr><td>Saturated Fat</td><td>0.5 grams</td><td>3% DV</td><td>Vitamin C 100%</td></tr><tr><td>Cholesterol</td><td>0 mg</td><td>0% DV</td><td>Calcium 30%</td></tr><tr><td>Sodium</td><td>120 mg</td><td>5% DV</td><td>Iron 35%</td></tr><tr><td>Potassium</td><td>130 mg</td><td>4% DV</td><td></td></tr><tr><td>Total Carb</td><td>45 grams</td><td>12%</td><td></td></tr><tr><td>Dietary Fiber</td><td>1 gram</td><td>4%</td><td></td></tr><tr><td>Sugars</td><td>14 grams</td><td></td><td></td></tr><tr><td>Protein</td><td>10 grams</td><td>20%</td><td></td></tr><tr><td>Other Carb</td><td>28 grams</td><td></td><td></td></tr></table> <p><b>Candy Bar</b></p> <table><tr><td>Calories</td><td>280</td><td></td><td></td></tr><tr><td>Total Fat</td><td>14 grams</td><td>22% DV</td><td>Vitamin A 0%</td></tr></table>	Calories	240			Total Fat	3.5 grams	5% DV	Vitamin A 0%	Saturated Fat	0.5 grams	3% DV	Vitamin C 100%	Cholesterol	0 mg	0% DV	Calcium 30%	Sodium	120 mg	5% DV	Iron 35%	Potassium	130 mg	4% DV		Total Carb	45 grams	12%		Dietary Fiber	1 gram	4%		Sugars	14 grams			Protein	10 grams	20%		Other Carb	28 grams			Calories	280			Total Fat	14 grams	22% DV	Vitamin A 0%	<p>2 Points: Students selected a nutritional snack and provided three or more justifications explaining why their selection was acceptable.</p> <p>1 Point: Students selected a snack but did not provide adequate justification (two or less reasons) for their selection.</p> <p>0 Points: Students did not answer the question, or they answered the question inappropriately.</p>
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Saturated Fat	5 grams	25% DV	Vitamin C 0%
Cholesterol	5 mg	2% DV	Calcium 4%
Sodium	140 mg	6% DV	Iron 2%
Total Carb	35 grams	12% DV	
Dietary Fiber	1 gram	4%	
Sugars	30 grams		
Protein	4 grams	8%	

#### **Nacho Cheese Chips**

Calories	280		
Total Fat	14 grams	22% DV	Vitamin A 0%
Saturated Fat	2 grams	12% DV	Vitamin C 0%
Cholesterol	0 mg	0% DV	Calcium 4%
Sodium	400 mg	16% DV	Iron 0%
Total Carb	34 grams	12% DV	
Dietary Fiber	2 grams	10%	
Sugars	4 grams		
Protein	4 grams	8%	

#### **Granola Bar**

Calories	140		
Total Fat	3.5 grams	6% DV	Vitamin A 4%
Saturated Fat	2 grams	11% DV	Vitamin C 0%
Cholesterol	0 mg	0% DV	Calcium 10%
Sodium	130 mg	5% DV	Iron 2%
Total Carb	26 grams	9% DV	
Dietary Fiber	1 gram	5%	
Sugars	13 grams		
Protein	2 grams	4%	

#### **Pretzels**

Calories	110		
Total Fat	1 gram	2% DV	Vitamin A 0%
Saturated Fat	0 grams	0% DV	Vitamin C 0%
Cholesterol	0 mg	0% DV	Calcium 0%

Sodium	560 mg	23% DV	Iron 10%
Total Carb	23 grams	8% DV	
Dietary Fiber	1 gram	3%	
Sugars	1 gram		
Protein	2 grams	4%	
<b>Raisins</b>			
Calories	130		
Total Fat	0 grams	0% DV	Vitamin A 0%
Sodium	10 mg	0% DV	Vitamin C 0%
Total Carb	33 grams	11% DV	Calcium 2%
Dietary Fiber	2 grams	10%	Iron 6%
Sugars	30 grams		
Protein	1 gram	2%	

Snack Food Nutritional Information

Comparison Chart

	Calories	Total Fat	Total Carbohydrates	Dietary Fiber	Sodium	Other
Energy Bar						
Candy Bar						
Nacho Chips						
Granola Bar						
Pretzels						
Raisins						

**Objective 4:** Students will *identify* and interpret figurative language in nonfiction text (emphasis on *hyperbole* and imagery).

Item	Scoring Guide
<p>5. Which of the following is an example of a hyperbole? Write your answer on the line provided. _____</p> <p>A. The road is a ribbon.  B. I ate three slices of pizza.  C. I told you a million times to sit down.  D. The busy bee buzzed.</p>	Correct answer C.

**Objective 4:** Students will *identify and explain* figurative language in nonfiction text (emphasis on *hyperbole* and *imagery*).

Item	Scoring Guide
<p>6. Use information from the Fun World advertisement below to answer the question. Explain how the author uses imagery to convince readers to buy a ticket to Fun World. Use two details and/or examples from the advertisement as support in your answer.</p> <p style="text-align: center;"><i>Fun World</i></p> <p><i>Come to Fun World! Picture yourself inching over the top of a roller coaster peak; gazing at the shimmering city lights from the top of a Ferris wheel; and inhaling the sweet, fried smell of hot funnel cakes while surrounded by friends and laughter. What are you waiting for?</i></p>	<p>2 Points: Students provided a logical text-based explanation that included at least two supporting details and/or examples. (Supporting examples may include the following details: shimmering city lights; sweet, fried smell of hot funnel cakes; surrounded by friends and laughter)</p> <p>1 Point: Students provided a logical text-based explanation that included at least one supporting detail and/or example.</p> <p>0 Points: Students did not answer the question, or they answered the question inappropriately.</p>

**Objective 5:** Students will use details from the text(s) to make predictions, make inferences, *evaluate the accuracy of the information*, *identify* propaganda techniques (application level occurs in lesson activities), and analyze two or more nonfiction texts.

Item	Scoring Guide
<p>7. Match the correct type of propaganda with the examples provided below. Write the correct word on the line.</p> <p>A. You should get a computer. Everyone has one! _____  B. Music star, Britney Lynn, says, "Nothing tastes better than an icy cola after a concert." _____  C. Sparkle cleans your teeth. Sparkle brightens your smile. Sparkle freshens your breath. Sparkle is for you! _____</p>	<p>A. Bandwagon  B. Testimonial  C. Repetition</p>

<p>Testimonial Repetition Bandwagon</p> <p>8. Where would you go to find the most accurate information regarding the nutritional value of any food product? Write the correct letter on the line. _____</p> <p>A. Television commercial B. Magazine advertisement C. Manufacturer's web site (<a href="http://www.manufacturer'sname.com">http://www.manufacturer'sname.com</a>) D. Food and Drug Administration (<a href="http://www.fda.gov/">http://www.fda.gov/</a>)</p>	<p>Answer: D</p>
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**Objective 5:** *Students will use details from the text(s) to make predictions, make inferences, evaluate the accuracy of the information, identify propaganda techniques (application occurs in lesson activities), and analyze two or more nonfiction texts.*

Item	Scoring Guide
<p>9. Based upon what we have studied in this unit, predict whether you will make changes in your diet. Support your answer with at least two details.</p>	<p>2 Points: Students provided a prediction and justified it with two or more supporting details and/or examples. 1 Point: Students provided a prediction and justified it with one supporting detail and/or example. 0 Points: Students did not supply a prediction, and/or they did not supply a justification.</p>

**Objective 6:** *Students will write a multi-paragraph expository essay that includes details, facts and/or examples from a variety of nonfiction sources.*

Performance Assessments:

Student Prompt
<p>10. During this unit, you have learned the importance of practicing proper nutrition. In today's fast paced world, 7<sup>th</sup> grade students face the challenge of making sure they eat properly. <b>Write a multi-paragraph essay for a school newspaper that gives suggestions to 7<sup>th</sup> grade students about strategies they might use to ensure their daily nutritional requirements are being met.</b> To help develop your essay, use details, facts, and/or examples from what you have learned. You may include information gained from school, home, and other sources to help.</p>

### **Student Instructions**

Create a pre-writing graphic organizer to organize your ideas. Then use the ideas from the organizer to write a first draft paper. Be sure to use a dictionary, thesaurus, and the checklist (below) to proofread your first draft. Make any changes that you feel are needed to make your essay clear to readers. Then write the final draft of your essay.

Checklist: Be sure your essay:

- ✓ Has an effective beginning, middle, and end.
- ✓ Uses paragraphing appropriately.
- ✓ Contains a controlling idea.
- ✓ Progresses in a logical order.
- ✓ Uses effective cohesive devices.
- ✓ Clearly addresses the topic and provides specific and relevant examples.
- ✓ Uses precise and vivid language.
- ✓ Contains sentences that are clear and varied in structure.
- ✓ Shows an awareness of audience and purpose.
- ✓ Uses writing techniques (i.e. imagery, humor, point of view, voice)
- ✓ Contains few errors in writing mechanics.
- ✓ Draws information from a variety of sources.



## **Scoring Guide**

### **Writing Assessment - Grade 7**

#### **Exemplary Response:**

The exemplary response is described by the four score point in the following scoring guide.

#### **4 Points** - The paper:

- Has a clear beginning, middle, and end.
- Contains a strong controlling idea.
- Is written in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.
- Clearly addresses the topic and provides specific and relevant details/examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Uses writing techniques (such as imagery, humor, point of view, voice) that reveal some complexity, freshness of thought, and/or individual perspective.
- Clearly demonstrates an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

#### **3 Points** - The paper:

- Has a beginning, middle, and end.
- Contains a controlling idea.
- Is generally written in a logical order.
- May use cohesive devices.
- Addresses the topic and uses relevant details/examples.
- Uses language that is usually precise.
- Contains sentences that are clear and may vary in structure.
- Attempts to use writing techniques that reveal some complexity, freshness of thought, and/or individual perspective.
- Demonstrates an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling which are not distracting to the reader.

**2 Points** - The paper:

- Has evidence of a beginning, middle, and end.
- Contains some sense of direction, but may lack focus.
- May not progress in a logical order.
- At times seems awkward and lacks cohesion.
- Addresses the topic, but may contain some details that are not relevant.
- Uses general and/or inconsistent language.
- Contains sentences which are generally clear, but lack variety in structure.
- May attempt to use writing techniques that reveal some complexity, freshness of thought, and/or individual perspective.
- Demonstrates some notion of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling which may be distracting to the reader.

**1 Point** - The paper:

- May lack evidence of a beginning, middle, and end.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order, and may digress to unrelated topics.
- Is awkward and lacks cohesion.
- May address the topic, but lacks development.
- Uses imprecise language.
- Contains sentences that are unclear and lack variety in structure.
- Does not use writing techniques that reveal complexity, freshness of thought, or individual perspective.
- Demonstrates little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling which are distracting to the reader.

## Supplemental Information

### **Summative Assessment(s):**

Writing Prompt Scoring Guide

<http://www.umkc.edu/MCEEeconandhist/students/scoguide.htm>

### **Materials Needed:**

\* As a suggestion, you may want to have your students bring in articles, advertisements, magazine ads from restaurants, and empty food packages (all types) **before the unit begins**. For example, 3<sup>rd</sup> hour may be assigned to bring in articles, 4<sup>th</sup> hour advertisements, and 5<sup>th</sup> hour empty food packages. Additionally, you may want to preview the listed articles cited below.

### **Text for Summative Assessment:**

“Fast Food Facts”

<http://www.olen.com/food/book.html>

“Smart Food, Junk Food”

<http://www.factmonster.com/ipka/A0768674.html>

### **Text for Learning Experiences/Objective 1:**

Wordstorming graphic organizer: Allen J.

### **Text for Learning Experiences/Objective 2:**

<http://www.timeforkids.com/TFK/class/wr/printout/0,17447,534236,00.html>

Sticky Notes

### **Learning Experiences/Objective 3:**

“Fast Food Facts”

Eight different healthful food products (canned or packaged)

Copies of student comparison chart, one copy for each student in the class

### **Learning Experiences/Objective 4:**

Multiple magazine advertisements that illustrate hyperbole and imagery

Draft copy of MAP Glossary of Terms in Communication Arts

### **Learning Experiences/Obj. 5**

Propaganda Information:

Scott Foresman Reading  
Sun Spray  
Scott Foresman and Company  
Glenview, Illinois  
ISBN 0-673-13950-6  
Copyright 1982  
Page 513 Skill Lesson: Recognizing Propaganda Techniques  
Page 33, 34, 36 Master 140,145,158 Propaganda Techniques

Scholastic Scope Magazine  
557 Broadway  
New York, New York 10012-3999  
Vol.51 No.1 ISSN 0036-6412  
September 6, 2002  
Page 22, "Debate Snack Attack: Should schools ban the sale of junk food?"  
Skill: Making Judgments

Scholastic Scope Magazine  
Vol.51 No.14 ISSN 0036-6412  
March 7, 2003  
Page 22, "Supersized Nation"  
Skill: Persuasive Writing

**Learning Experiences/Obj. 6:**

Graphic organizer sites for Fishbone, T-Chart, etc.

[www.enchantedlearning.com](http://www.enchantedlearning.com) or

<http://www.sdcoe.k12.ca.us/score/actbank/tfish.htm>

Pictures of fast food products

Block form business letter example

[http://www.wisc.edu/writing/Handbook/BusLetter\\_Block.html](http://www.wisc.edu/writing/Handbook/BusLetter_Block.html)

Examples of editorials or news articles

RAFT <http://literacy.kent.edu/eureka/strategies/writing.html>

Examples of restaurants <http://www.familytravelguides.com/articles/food/restaurants/hardrok1.html>

and <http://www.fourseasonsrestaurant.com/>